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ABSTRACT

This annotated bibliography reviews some of the leadership development training programs currently being offered to business, industry, and educational personnel. Section 1 focuses on programs for corporate personnel. Section 2 reviews both preparatory and continuing professional education programs for top college and university administrators. Section 3 provides a brief sample of outdoor experiential programs, and the fourth section offers some final discussion and criticism on this subject. Programs are listed in alphabetical order, with an unannotated listing of additional programs at the end of each section. The focus of this bibliography is on open enrollment programs available to the general public; "in-house" programs are not included. Information was obtained from brochures and flyers published by the training programs and from research studies, which are listed at the end of each annotation. (KC)

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Learning to Lead:

AN ANNOTATED BIBLIOGRAPHY

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Learning to Lead: AN ANNOTATED BIBLIOGRAPHY

Introduction

This report represents an overview of some of the leadership development training programs currently being offered to business, industry, and educational personnel. While Section 1, "Leadership Training Programs in Business and Industry," focuses on programs for corporate personnel, Section 2, "Leadership Training Programs in Higher Education," represents a review of both preparatory and continuing professional education programs for top college and university administrators. Section 3 provides a brief sample of outdoor experiential programs, and Section 4, "Summary and Conclusions," offers some final discussion and criticism on this subject. Programs are presented in alphabetical order, with a listing of additional non-annotated programs at the end of each section. The focus of this bibliography is on open enrollment programs available to the general public. "In-house" training programs are not included, though many of these programs can and have been offered "in-house" at various organizations and institutions.

This bibliography is intended, primarily, to capture the scope and diversity that leadership training programs offer and should not be viewed as a complete or exhaustive examination of the topic. The author has attempted to remain objective in his reporting and does not favor or recommend any one program or point of view. Every attempt has been made to extract and present the purposes, objectives, beliefs, and assumptions about leadership from each of the programs reviewed in this report. However, this has not always been possible since much of the information was obtained from brochures and flyers

published by the training programs themselves; such information was either not available or too "sketchy" to be of any value. In some cases, research studies have been found and have been included at the end of each annotation.

Section 1--Leadership Training Programs in Business and Industry

Center for Creative Leadership (C.C.L.)
5000 Laurinda Drive, P.O. Box P-1
Greensboro, NC 27402-1660
(919) 288-7210

Description: Founded in 1970, C.C.L.'s mission is to "encourage and develop creative leadership and effective management for the good of society overall." Conducts research and residential and in-house training programs and publishes a number of titles on leadership, management, and creativity.

Beliefs and Assumptions: C.C.L. believes that leadership can be learned and, with the information supplied by research, designs training programs which helps participants 1) assess their strengths and weaknesses, 2) receive feedback on their current level of effectiveness, 3) practice new behaviors, and 4) plan for further development.

Leadership Courses:

"Leadership Development Program" (6 days). For mid to upper level managers, this program seeks to identify and provide opportunities to practice a number of skills, including assessment, decision making, utilizing group resources, giving and receiving feedback, planning, and goal setting. Intended for practicing managers.

"Leadership at the peak" (4 days). A course designed to meet the needs of top executives, by sharing perspectives and discussing experiences and ideas central to personal and organizational success. Open to corporate and non-profit CEO's and other top officials.

"Leadership Education Conference" (4 days). An annual conference for "college faculty and those responsible for leadership development programs on university campuses." Focuses on research and teaching topics as they apply to leadership training programs and to the study of leadership.

Source: Programs (January-December, 1987) Center for Creative Leadership. (catalog)

The Essentials of Situational Leadership
Leadership Studies, Inc.
230 West Third Avenue
Escondido, CA 92025
(619) 741-6595

A three day video interactive program designed to train participants in the "situational leadership" model of management. Presents a model for understanding management behavior and relates it to follower readiness and ability to perform their jobs. Training program focuses on results and applications to participants' work place situations.

Source: The Essentials of Situational Leadership. (brochure)

Carew, Donald K., Parisi-Carew, Eunice, and Blanchard, Kenneth H., "Group Development and Situational Leadership: A Model for Managing Groups," Training and Development Journal, 40(6), June, 1986, pp. 46-50.

Hersey, Paul, The Situational Leader: The Other 59 Minutes. Escondido, CA: The Center for Leadership Studies, 1984.

Executive Management Programs
The Pennsylvania State University
College of Business Administration
University Park, PA 16802
(814) 865-3435

Program designed for upper middle management executives that focuses on policy formation and strategic planning. Emphasis is on practical application of broad management principles to such topics as human relations, decision making processes, marketing strategy, financial planning, information systems, and organizational development. Intended as preparatory training prior to moving into upper management.

Excellence in Training Corporation (E.T.C.)
8364 Hickman Road
Des Moines, Iowa 50322
(515) 276-6569

Description: Produces and distributes (purchase and rental) films and video and audio cassettes on such business subjects as management, supervision, sales, customer relations, telephone skills, motivation, retailing, and health care. Many films and videos come with a trainer's guide, workbooks, questionnaires, or similar participant materials. E.T.C. materials are primarily intended for human resource developers, trainers, and corporate personnel staff.

Materials:

"Where There's a Will . . . Leadership and Motivation". Twenty-nine minute video stressing that leadership can be learned and shows how productivity goals can be met by building confidence in the value of the job, the individual, and the team.

"Leadership and the One-Minute Manger". Eighty minute video featuring Kenneth Blanchard showing how the four "situational leadership" styles can be applied to real situations.

Source: Previews, Excellence in Training Corporation, 1988. (catalog)

Leadership Development Center (LDC)
Suite One
4541 North Prospect Road
Peoria, IL 61614
(309) 685-1900

Description: A licensee of the Center for Creative Leadership, LDC was formed to "help organizations and their leaders be more productive and successful." Emphasis is on helping organizations identify and nurture leadership skills among its employees. Uses active learning techniques such as simulations, role playing, and group exercises to help participants assess, practice, and plan their leadership strategies.

Source: L D C Schedule, (1988). (flyer)

Leadership Effectiveness Training
Effectiveness Training, Inc.
530 Stevens Avenue
Solana Beach, CA 92075
(619) 481-8121

Established by Thomas Gordon, author of Teacher Effectiveness Training and Leader Effectiveness Training, this program offers training workshops around the country for teachers and others involved in group work situations. Stresses human relations skills involving "no-lose" negotiating and other relatively simple constructs and methods as a means of creating working relationships that result in mutual attainment of goals.

National Training Laboratories (NTL)
NTL Institute
P.O. Box 9155
Arlington, VA 22209
(703) 527-1500

Description: Offers a variety of courses focusing on personal, interpersonal, and organizational development. Conducts several annual conferences and offers specialty workshops for trainers and o.d. consultants, along with practicums for graduate students. Was one of the first training centers in the U.S. (founded in 1947) to specifically train mangers and educators in human skills by employing the "t-group," as developed by Kurt Lewin and associates.

Beliefs and Assumptions: NTL believes that each individual, group, and organization possesses untapped "potential" and that through training which involves the sharing of emotions, as well as thoughts, individuals and groups will come to accept and understand themselves and each other better. Emphasizes the value of involvement and participation as means of increasing effectiveness and empowering people to perform at higher levels.

Specific Leadership Courses: Seeks to develop personal goals, motivation, and team leadership abilities. Uses simulations, short lectures, role playing, task forces, and learning groups, in addition to personal leadership (Bradford and Cohen) questionnaire, readings, and workbook.

"Leadership for Development" (14 days). Emphasizes team building, organizational design, and leadership issues specifically for participants from Third World countries. Emphasizes the preparation of leaders who will assume roles in "coordinating programs focused on developing community level resources."

Source: NTL Institute, 1987 Programs. (catalog)
Oasis Center
7463 North Sheridan Road
Chicago, IL 60626
(312) 274-6777

A personal growth center, founded in 1960's in the principles and practices of the human potential movement. Continues to primarily offer programs centering on holistic growth but offers consultation and training to institutions interested in developing interpersonal and organizational effectiveness.

Source: Oasis Center, April-June, 1988. (catalog of programs and services)

University Associates (U.A.)
8517 Production Avenue
San Diego, CA 92121
(619) 578-5900

Description: A comprehensive source of books, measurement instruments, and professional resources for trainers, consultants, and organizational development specialists. U.A. sponsors several conferences each year, in addition to offering a number of training programs and professional services, both public and in-house.

Beliefs and Assumptions: U.A. programs and resources are practical and emphasize applied learning. Are rooted in human potential movement, with a belief that individuals and groups can be more effective when their personal and interpersonal resources can be more fully developed. Resources strongly employ such experiential learning methods as role playing, simulation, self-assessment, and small group problem solving/discussion. Assumes that decisions can be made and changes can be implemented so that individuals and groups will realize improved communications, understanding, and performance.

Source: The HRD Resource Guide, University Associates, 1988 (catalog)

University of Michigan
The Michigan Business School
Executive Programs and Management Seminars
Executive Education Center
Ann Arbor, MI 48109-1234
(313) 763-1000

Description: Offers forty-one management seminars and seven executive programs for corporate personnel. Management seminars are offered in accounting and finance, labor relations, marketing, international business, training, and general management. Seminars cover a variety of topics and range from introductory to advanced. General management programs focus on planning, communications, delegation, team building, coaching, counseling, and evaluation. Each seminar blends theory with practical application by providing opportunities for interactive learning, case studies, and action planning with consultation from peers and staff.

Seminar Titles

"Basic Management for the Newly Appointed Manager"

"Effective Managerial Coaching and Counseling"

"Management II: A Mid-Management Development Program"

"Management of Managers"

"Managing for Performance Improvement"

"Delegation and Team Effort: People and Performance"

"Performance Planning: Measuring Management's Success"

Source: "Executive Programs and Management Seminars" The Michigan Business School, 1988. (catalog)

Additional information on corporate leadership training programs

Blanchard Training and Development*
125 State Place
Escondido, CA 92025
*(Situational Leadership)

Dow Leadership Development Center
Hillsdale College
Hillsdale, MI 49242
(517) 437-3311

Temple University
Center for Professional Development
School of Business and Management
Philadelphia, PA 19122
(215) 787-6882

Zenger-Miller, Inc.*
10201 Torre Avenue
Cupertino, CA 95014
(408) 257-7430
*(Frontline Leadership)

Literally, hundreds of training groups, consultants, and professional leadership development programs are available throughout the country, many at colleges and universities. Each year, Training Magazine publishes a "Marketplace Directory" which contains separate sections on training programs and services, company directories, associations, and training sites. Cost: $15.00.

Contact: Training Magazine
50 South Ninth Street
Minneapolis, MN 55402
(612) 333-0471.

Section 2--Leadership Training Programs in Higher Education

Academic Administration Internship Program
American Council on Education
One DuPont Circle
Washington, D.C. 20036

The A.C.E. Fellows program selects forty academic administrators per year to participate in a series of learning experiences designed to identify and advance potential leaders for higher education. Fellows are involved in frequent seminars and meetings, along with reading and research focusing on educational policy, at the institutional, state, and national levels. Fellows work closely with select administrators, frequently heading projects delegated to them by their supervisor/mentors. While this program gives aspiring presidents and deans an opportunity to observe and learn more about higher education management, it also helps them evaluate their own administrative careers without binding commitments.

Sources:

Astin, Alexander W., "Research Findings on the Academic Administration Internship Program," The Educational Record. 47(2), Spring, 1966, pp. 173-184.

Cox, Lanier, "The A.C.E. Academic Administration Internship Program," The Educational Record, 47(2), Spring, 1966.

Green, Madeleine F., "Women and Minority ACE Fellows in the Ascent Toward Administrative Posts," Educational Record, 65(3), Summer, 1984, pp. 46-49.

From the inception of the American Council on Educator's Fellows Program in 1965 until 1977, women and minorities were under-

represented. However, from 1978-1983, these groups have not only been more involved in the Fellows program, but graduates have assumed assistant vice president, vice president, and dean positions at a rate equal to or greater than male graduates during the same period.

College Administrator Development Program
Institute for Higher Education
University of Georgia
Athens, GA 30601
(404) 542-3464

A professional career development program for newly appointed academic administrators from southeastern colleges and universities. Consists of a series of short seminars, visits with experienced administrators, and consultations with participants on campus.

Higher Education Management Institute (HEMI)
2699 South Bayshore Drive
Suite 1000A
Coconut Grove, FL 33133
(505) 854-2318

The HEMI model works on the assumption that performance and productivity outcomes in higher education can be significantly affected by changing the managerial variables of the institutions and its administrative personnel. HEMI has developed a systematic approach to organizational change and offers a program that involves institutional personnel in the study of organizational climate, managerial leadership, policies and procedures, structure, and resources/goals/programs. The model stresses participation, skills training, and small group processes to achieve personal growth and improved personnel and organizational management.

Sources:

Brookshire, Michael L., and Talley, Edwin H., "Management Development and Training in Higher Education--The HEMI Project," Journal of the College and University Personnel Association, 29(3), 1978, pp. 35-46.

Darling, John R., Ainsworth, C. Len, and Yaney, Joseph P., "Management Development: A Revised HEMI Model," Texas Tech Journal of Education, 11(3), Fall, 1984, pp. 221-234.

Higher Education Management Institute, Management Development and Training Programs for Colleges and Universities: Program Handbook. Coconut Grove, FL: Higher Education Management Institute, 1978.

Kest, David L., "The Higher Education Management Institute: Organizational Development through Increased Management Effectiveness," in Hammons, James (Ed), Organizational Development: Change Strategies. New Directions for Community Colleges, No. 37. San Francisco: Jossey-Bass, 1982, pp. 52-67.

Institute for Academic Deans and Vice Presidents

American Council on Education
Office of Leadership Development in Higher Education
One DuPont Circle
Washington, D.C. 20036
(202) 833-7480

Similar in nature to The President's Institute, this program offers deans and academic vice presidents opportunities to interact and share views on critical issues facing their colleges and universities. Program is offered at least three times per year throughout the country.

Institute for Administrative Advancement
University of Wisconsin
1025 West Johnson Street
Madison, WI 53706

An intense six week session providing comprehensive training for individuals preparing for administrative careers in higher education. Combines mini-courses with speakers, individual projects, small group work, and informal meetings with academic leaders to cover such topics as problem-solving, legal issues in higher education, human relations theory, and budgeting.

Institute for Educational Management (IEM)
Harvard University
339 Gutman Library
Cambridge, MA 02138
(617) 495-2655

A summer program for top college and university administrators focusing on academic and institutional policy making, conducted cooperatively by the Graduate Schools of Business and Education. Employs the case study method, computers, speakers, and experiential simulations on such topics as governance, government and community relations, long-range planning, labor relations, personnel administration, fund-raising, management information systems, and organizational behavior.

Leadership Development Consultation Service
American Council on Education
One DuPont Circle
Washington, D.C. 20036
(202) 833-4780

Because ACE's programs for top administrators in higher education are limited, the Office for Leadership Development in Higher Education will assist with the expansion of leadership development opportunities

by providing consultation, information, materials, and publicity for institutions developing leadership training programs for higher education personnel.

National Training Laboratories (NTL)
NTL Institute
P.O. Box 9155
Arlington, VA 22209
(703) 527-1500

"Leadership for Educational Change"

Designed for educational administrators, this seven day course explores organizational change issues, including diagnosis and strategic planning which are applied to each participant's "back home" case. Course involves role-playing, consultations, presentations on management techniques and leadership styles, and small group work.

Source: NTL Institute, 1988 Programs. (catalog)

The President's Academy
American Association of Community and Junior Colleges
One DuPont Circle, NW, Suite 410
Washington, D.C. 20036
(202) 293-7050

The President's Academy is a service to chief executive officers of institutional members of the American Association for Community and Junior Colleges. The Academy's purpose is "to serve chief executive officers, promote the institutions, and assist AACJC in fulfilling its goals." (p. 8) The Academy is concerned with the development and welfare of college presidents and provides opportunities for discussion, exchange, and in-service professional development for chief executive administrators.

The article highlights various forums and seminars sponsored by the Academy, including a workshop on the evaluation of community

college presidents, separate institutes on presidential renewal and advanced Leadership, and a session titled "Getting In and Out of the Presidency." The Academy seeks to provide services relevant to its membership and is headed by a well-qualified and prominent executive committee.

Source: Lake, Dale B., "Update: The President's Academy," Community and Junior College Journal. 52(5), February, 1982, pp. 8-9.

The President's Institute

American Council on Education
Office of Leadership Development in Higher Education
One DuPont Circle
Washington, D.C. 20036
(202) 833-4780

An annual opportunity for 40 college and university presidents and chancellors to meet informally for one week to share their perspectives and to be included in problem solving experiences designed to increase their effectiveness as academic leaders. Topics range from EEO and affirmative action to institutional policy to interpersonal dynamics. Frequent speakers and panels assist participants in exploring issues and making plans for their own institutions.

Summer Institute for Women in Higher Education Administration

HERS--Mid America
University of Denver
Denver, Colorado

The Summer Institute, initiated in 1976 with a grant from the W.H. Donner Foundation, seeks to improve the status of women in mid and upper level management positions while providing technical and conceptual expertise as preparation for future management responsibility. The Summer Institute not only stresses practical skills in budgeting, planning, staffing, and governance, but involves participants in human relations training, career planning, and personal development experiences.

Source: Secor, Cynthia, "Preparing the Individual for Institutional Leadership: The Summer Institute," in Tinsley, A., Secor, C., and Kaplan, S. (Eds), Women in Higher Education Administration. New

Directions for Higher Education, No. 45. San Francisco: Jossey-Bass, 1984, pp. 25-33.

Summer Institute in Executive Management
Council for Advancement and Support of Education (CASE)
One DuPont Circle
Washington, D.C. 20036
(202) 659-3820

An intense one week summer program with an emphasis on institutional leadership and management for senior advancement officers. Covers planning, budgeting, management, organizational development, and resource management. Is conducted by the faculty from the Amos Tuck School of Business Administration at Dartmouth College.

Additional Information on Leadership Training Programs for Administrators in Higher Education

1. Annual Summer Council of Presidents
   American Association of State Colleges and Universities
   Suite 700, One DuPont Circle
   Washington, D.C. 20036
   (202) 293-7040

2. Annual Summer Professional Development Seminars
   University of Virginia
   Center for the Study of Higher Education
   405 Emmet Street
   Charlottesville, VA 22903
   (804) 924-3880

3. "College Management Program"
   School of Urban and Public Affairs
   Carnegie Mellon University
   Pittsburg, PA 15213-3890
   (412) 268-2195

4. National Center for Higher Education Management Systems
   P.O. Drawer P
   Boulder, CO 80302
   (303) 497-0365

5. Strategic Planning and Management Workshop
   Center for Executive Development
   Texas A&M University
   College Station, TX 77843
   (409) 845-1216

6. Summer Seminar on Academic Administration
   College of Education
   Texas A&M University
   College Station, TX 77843
   (409) 845-5312

Section 3--Outdoor, Experiential Leadership Training Programs

Corporate Development Programs

Outward Bound
384 Field Point Road
Greenwich, CT 06830
(800) 243-8520

Description: Contractual programs arranged and conducted at five separate Outward Bound Schools located throughout the United States. Programs are arranged to meet specific needs or goals of participating corporation/organization, and usually focus on team building, risk-taking, goal-setting, and leadership development. Uses experiential outdoor activities (rock climbing, white water rafting, and caving) in wilderness settings to achieve objectives. Participants encounter numerous opportunities to take initiative, develop options to problems, take risks, and give and receive feedback.

Beliefs and Assumptions: Programs are based on the principle that direct experience is the best and most effective way of learning. Outward Bound believes people have more ability than they actually use and by being immersed in stressful situations they will become more aware of their (and others') potentials and make decisions that will result in positive personal and interpersonal growth.

Executive Challenge Program

Boston University School of Management
685 Commonwealth Avenue
Boston, MA 02215
(617) 353-4217

or

Sargent Camp
RFD
Peterborough, NH 03458
(603) 525-4482

Description: A three day program for mangers conducted in the natural settings of New Hampshire. The program focuses on decision making, communications, cooperation, and leadership training by involving participants in "activities and situations which demand immediate, practical solutions." Programs are offered to develop management training and skills development, team building, and personal development for managers.

Beliefs: This experiential learning program is based on the notion "by learning to surmount organization obstacles in a natural environment, participants acquire insight into human behavior along with confidence in their ability to solve analogous management problems in their everyday work settings." The program believes that through direct experience, reflection, and feedback among participants, teamwork, trust, interpersonal awareness, and communications can be developed and improved.

Leadership Training Institute
Outdoor Leadership Training Seminars (OLTS)
P.O. Box 20281
Denver, CO 80220
(303) 333-7831

Established in 1973, OLTS provides a wide range of outdoor programs and services. Combines outdoor adventure with "hands on" experiences designed to develop initiative, teamwork, and problem solving. Emphasizes personal growth, and incorporates various human potential strategies while focusing on group facilitation and processing skills as well.

Management Encounters
Outdoor Wisconsin Leadership School
George Williams College/Lake Geneva Campus
P.O. Box 210
Williams Bay, WI 53191
(414) 245-5531

The program uses individual and group challenges in an outdoor setting to achieve such objectives as teamwork, understanding of group dynamics, communications, and trust. Evening sessions "debrief" and apply learnings which occurred during the day. Management Encounters adapts principles of experiential education to corporate situations.

The Temagami Experience
26 Cook Road
Media, PA 19063
(215) 566-9095

Believes that leadership is more than academic training, conceptual models, and practical skills. Leadership involves affective self-knowledge and personal intuition. The Temagami Experience utilizes native American rituals, small group discussions, outdoor adventure activities, and "solo" experiences to challenge and develop self awareness, creativity, and courage within each participant.

Additional Information on Outdoor Experiential Leadership Training Programs

Charles Conn Associates
Management Adventure
27 Magnolia Avenue
Cambridge, MA 02138
(617) 492-0283
Contact: Chuck Conn

Corporate Adventure
11713 Bowman Green Drive
P.O. Box 2723
Reston, VA 22090
(703) 471-7745
Contact: Meredith Kimbell

Donovon Associates
Turnpike Road
Norwich, VT 05055
(802) 649-1681
Contact: John Donovon

Executive Adventure, Inc.
2030 Powers Ferry Road
Suite 234
Atlanta, GA 30339
(404) 955-0071
Contact: Bob Carr, Duffy Hickey

Executive Expeditions
255 Village Pkwy.
Suite V-5
Marietta, GA 30067
(404) 951-2173
Contact: John D. Schmidt

Executive Ventures Group
1665 Grant Street
Suite 310
Denver, CO 30203
(303) 863-9913
Contact: Reola McLeod, Eric Malmborg

Growing Edge, Inc.
1900 North Beauregard Street
Alexandria, VA 22311
(707) 931-2111
Contact: Nancy Van Scoyoc

4768 Soquel Drive
P.O. Box 1389
Soquel, CA 95073
(408) 749-0222
Contact: Bill Underwood

7 High Street
Peterborough, NH 03458
(603) 924-6353
Contact: Robin Hulbert

High Impact Training (HIT)
P.O. Box 3315
Long Branch, NJ 07740
(201) 870-6650
Contact: Sabine Ehrhardt

Hollander Associates
Box 165
Dublin, NH 03444
(603) 563-8194
Contact: Allen Hollander

Inner Quest, Inc.
220 Queen Street NE
Leesburg, VA 22075
(703) 478-1078
Contact: Randolph S. Smith

Norton Company
One New Bond Street
Worcester, MA 01606
(617) 853-1000
Contact: Jim Hassinger, Tom Stich, Barry Carden

Pecos River Ranch
P.O. Box 2172
Santa Fe, NM 87501
(505) 471-6500
Contact: Larry Wilson

Project Adventure
P.O. Box 100
Hamilton, MA 01936
(617) 468-7981
Contact: Ann Smolowe, Dick Prouty

Bartley, Robert L., "Wall Streeters Rough It on the Old Cowboy Trail," The Wall Street Journal, September 11, 1984, p. 34.

A narrative account and a day-by-day synopsis of a five day Outward Bound wilderness leadership course for executives from the American Stock Exchange.

Fowler, Elizabeth, "Outward Bound for Executives," New York Times, August 1, 1984.

Describes cooperative arrangement between the Graduate School of Industrial Administration of Carnegie-Mellon University with Outward Bound to offer leadership training for executives.

Galagan, Patricia, "Between Two Trapezes," Training and Development Journal, 41(3), March, 1987, pp. 40-48.

Gall, Adrienne L., "You can Take the Manager out of the Woods, but..." Training and Development Journal, 41(3), March, 1987, pp. 54-58.

The purpose of an outdoor adventure leadership program must be directed towards application of learning to work situations. Programs and facilitators must be equipped to assist participants with the transfer of learning and must focus on long-range applications as well as immediate needs and goals.

Isenhart, Myra W., "An Investigation of the Interface between Corporate Leadership Needs and the Outward Bound Experience," Communication Education, 32(1) January, 1983, pp. 123-129.

Argues that the inductive learning approach employed in Outward Bound corporate leadership courses is more effective in developing leadership, judgement, and teamwork than "in-house" training for supervisors, managers, and executives. Emphasizes that since manager's work is often brief, with lots of variety and discontinuity (Mintzberg), inductive learning is most appropriate way of facilitating personal judgement and intuition. Asserts that given rapid changes in corporate world and the uncertainty of the 1990's, Outward Bound training involving risk-taking will most suitably prepare corporate leaders by enhancing individual talent and team leadership potential.

Lasden, Martin, "Executives Walk on the Wild Side," Computer Decisions, August 13, 1985, pp. 66-71.

An account of a leadership development program conducted with Outward Bound. Article tends to focus more on these experiences as means of personal renewal than on leadership.

Long, Janet W., "The Wilderness Lab Comes of Age," Training and Development Journal, 41(3), March, 1987, pp. 30-39.

Focuses on the theoretical and philosophical foundations of adventure education as a process for developing leadership talent with corporate groups. Stresses an "action-reflection" cycle as the basic core which leads to personal and group insight, cognitive understanding, and, finally, application to work place settings. An adventure learning program should focus on a balance of metaphor, imagery, and discovery with cognitive and affective experiences.

Smith, Denise L., "Doing the Impossible: Management Groups Face Hazards to Learn Team-Awareness Skills," The Grand Rapids Press, December 1, 1985, pp. H1-H2.

Strong, Graham, "Taking the Helm of Leadership Development," Training and Development Journal, 40(6), June, 1986, pp. 43-45.

Describes the experiences of seven managers aboard a 30 foot sailboat in Florida Keys for seven days. The experience was effective in providing feedback on leadership style, developing common and shared goals, and motivating the group to succeed. Experiences like this emphasize immediate consequences for decisions.

Section 4--Summary and Conclusions

This bibliography has been intended as a source of information on open enrollment and leadership training programs for business, industry, and higher education and has included programs offered in "traditional" classroom settings, as well as in the outdoors. No attempt has been made to survey the thousands of training programs conducted "in-house" by corporate and educational organizations as part of their staff or human resource development programs. Information used in this report was frequently limited to publications generated from the sponsoring organization, though research was presented when available.

While it is difficult to generalize about leadership training amidst such diversity, a few common ideas can be discussed. It would appear that all of the programs reviewed for this report assume that "leadership" can be learned and, subsequently, have developed a number of activities and a sequence of events designed to produce specific skills and abilities. However, the reader and consumer should exercise some caution when examining these programs, for several reasons. First, "leadership" is rarely defined and is often used interchangeably with the word "management." Indeed, many of these programs imply that by learning to plan, organize, motivate, communicate, problem-solve, and evaluate--skills usually associated with managing--then one automatically develops his/her talents as a leader. Second, in some cases, by attaching the word "leadership" to an organizational or course title, the opportunity may be created to

then offer a variety of training activities and, hopefully, assume that participants will somehow, magically, make the connection between the training and leadership on one's own. Third, these programs, in their own brochures and flyers, are highly descriptive of what they do during the training, but are often vague or ambiguous about the outcome that will be achieved as a result of participation.

The other major issue of concern with leadership training programs is that most, if not all of these programs, in addition to assuming that leadership can be learned, also assume that what is taught during the training sessions will be applicable when participants return to their work places. There has been criticism that leadership training programs have no connection to the real life of the company once trainees return.[1] There is a lack of verifiable research on the effectiveness and transferability of leadership training. What does exist is often internally designed and generated by the program's founders or developers and has not been subject to external replication. Complicating this issue is the question of whether any "generic" training program can meet the needs of individuals and organizations which exist and function in such a complex and rapidly changing world. Can a relatively "static" training program, offered (usually) in a classroom-like setting, actually work in real life? It still remains to be seen whether leadership training makes an appreciable difference in terms of performance and effectiveness.

[1] Alex Mironoff, "Teaching Johnny to Manage," Training, 25 (March, 1988): 48-53.